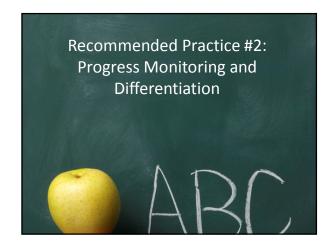


# RTI Elementary: Reading

Professional Development Module
Recommended Practice #2:
Progress Monitoring and Differentiation





### **Recommended Practices**

- 1. Universal Screenings
- 2. Progress Monitoring and Differentiation Based on Data
- 3. Systematic Instruction

### **IES Practice Guides**

Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades



http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Institute of Education Sciences (IES) What Works Clearinghouse

# **Practice Organization**

Practice Summary
 Gain an overview of a practice & examine the issues it addresses.



Learn What Works



Understand the research base behind the practice.



See How It Works
 Examples of schools engaged in these practices.



Action ideas and examples of tools to improve your own practice.



Differentiate instruction based on	
assessed reading skills for all students.	
Practice Summary	
<b>(</b>	]
Sticky Note Reflections	
Differentiation	
Instructional Strategies	
<b></b>	
Progress Monitoring	
December ded Drestice #2.	]
Recommended Practice #2:  Progress Monitoring and	
Differentiating	
Multimedia Overview:	

Using Data to Differentiate Instruction

## Activity: Multimedia Reflection

Find your "Frog and Toad Are Friends" partner.

Find another partner pair next to them to form a group of four.



Differentiate instruction based on assessed reading skills for all students.

Learn What Works



# **Key Concepts**



- Use screening and other assessment data to differentiate instruction in Tier 1 for all students.
- Use progress monitoring to differentiate instruction for at-risk students receiving Tiers 2 and 3 interventions.
- Provide professional development on collecting data, interpreting results, and using data-driven decision rules.

# Activity: Partner Discussion

- What elements are important to achieve highquality, evidence-based Tier 1 instruction?
- What are the benefits of differentiating Tier 1 instruction?
- Discuss strategies you use for managing small groups.

## Recommended Practice: Progress Monitoring and Differentiating

### **Learn What Works:**

•View Expert Interview: Tier 1 Differentiation



•Carol McDonald Connor, Ph.D. Florida State University and Florida Center for Reading Research

# Grouping Students Based on Learning Needs

- Teachers divide their classroom into small groups where children are grouped according to their learning needs
- Usually 3-6 groups per class
- Often called centers, stations, or workshops
- Students rotate and the teacher works with one group at a time


# Grouping Students Based on Learning Needs: Example

### Group 1, struggling with decoding

- Independent Center-they work on a phonics or phonological awareness activity that the teacher modeled the previous week with the other members of their group
- Teacher Center- teacher introduces a new phonics or phonological awareness activity and practices one that students are still unable to do independently

# Grouping Students Based on Learning Needs: Example

### Group 2, needs reading fluency practice

- Independent Center- they reread the story in partners and do timed reading of nonfiction articles that relate to the theme (same article five days in a row) and graph their progress for teacher review later
- Teacher Center- teacher provides extra practice with the days phonics activity and has student chorally read the story together

# Grouping Students Based on Learning Needs: Example

# Group 3, reads independently with good comprehension

- Independent Center- Writing their own stories and reviewing and editing each others stories. They read independently part of the time as well.
- Teacher Center- Teacher reviews their writing and provides feedback, teaches higher level vocabulary, and models higher level comprehension strategies.

!		
ng 🕥		
and		
urru		
nd		

## Activity: Reflecting on Your Practice

- Discuss your current Tier 1 reading instruction.
- Are you currently providing differentiated Tier 1 instruction?
  - If yes, share with your group some ideas that have worked successfully for you.
  - If no, what might you change about your current practice based on what you just heard?

## **Compare and Contrast Activity**

**Topic 1: Tier 2**How are they alike?

Topic 2: Tier 3

How are they different?

# Recommended Practice: Progress Monitoring and Differentiating

### **Learn What Works:**

•View Expert Interview: Progress Monitoring at Tier 2



•Carol McDonald Connor, Ph.D. Florida State University and Florida Center for Reading Research



	Denise	Juneau,	Superintend	ent • Mon	tana Office	of Public	Instruction	<ul> <li>www.opi.m</li> </ul>	۱t.go۱
--	--------	---------	-------------	-----------	-------------	-----------	-------------	-------------------------------	--------

## Compare and Contrast Activity

### Topic 1: Tier 2 Instruction

How are they alike?

- All students progress is monitored regularly
- PM data is used to differentiate instruction
- Groups are flexible and should be evaluated at least every six weeks.

### Topic 2: Tier 3 Instruction

How are they different?

- · Frequency of progress monitoring varies.
- · Tier 3 interventions become more individualized, targeted, and intensive
- Tier 3 can be intensified by increasing the time, decreasing the number of students in a group, and degree of teacher support

Differentiate instruction based on assessed reading skills for all students.

See How It Works



## **Tri-Community Elementary** Steelton, PA

Where: Steelton,

Demographics:

Pennsylvania

38% Black

Type: Suburban

37% White 19% Hispanic 5% Asian

District: Central Dauphin

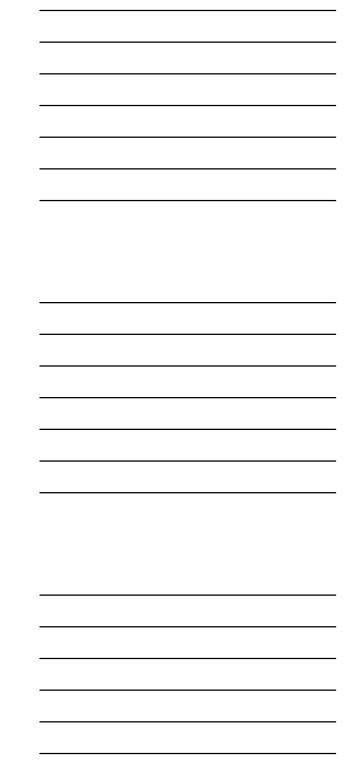
1% Other

Grade

53% Free or Reduced-

Price Lunch

Level: K-6 Grade



### See How It Works:

•Presentation:

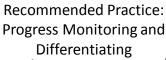
Managing Progress Monitoring in the Classroom

 Kristy Shoaff Tri-Community Elementary Steelton, PA



## Review Iowa Example

- Review the Data Driven Instructional Plan handout with your partner
- Discuss how these processes align with what is occurring in your school.
- Are there any parts of Iowa's processes that would help make your processes more comprehensive?



### See How It Works:

•Presentation:

Differentiation Within the Kindergarten Core

•Lynne Carney Tri-Community Elementary Steelton, PA



6		

### See How It Works:

•Presentation:

Managing Differentiation With Small Groups

•Autumn La Penta Tri-Community Elementary Steelton, PA



0

## John Wash Elementary Fresno, CA

Where: Fresno, California

Demographics:

Type: Rural

41% Hispanic 37% Asian 18% White

District: Sanger Unified

2% Black 1% Other

School District Grade

53% Free or Reduced-

Price Lunch

22% ELL

Level: K-6 Grade

4% Special Education

# Cause and Effect Activity

- Find the Cause and Effect Handout
- Write "Reteaching and Small Group Intervention" in the cause bubble
- As you listen to the video write down the effects that take place for students because of these teaching strategies.

	-84	,
- 9	$\cap$	Þ
- 5		P
	•	•

### See How It Works:

•Presentation:

Reteaching in Small Group Interventions



•Katie Banks John Washington Elementary Fresno, CA



# Recommended Practice: Progress Monitoring and Differentiating

### See How It Works:

•Video Interview:

Helping Teachers Use Progress Monitoring



•Nadine Hoover Tri-Community Elementary Steelton, PA



# **Note Taking Activity**

- Use the Note Taking Handout to organize your thoughts as you watch the following video.
- As you watch this video.
  - Record notes that are important to your thoughts on this subject
  - Draw pictures that help you connect to this subject
- After the video is over you will have about 2 minutes to summarize your thoughts.



L	enise .	Juneau, :	Superinter	ident • N	/lontana	Office of I	Public	Instruction ·	m.igo.www	.gov

### See How It Works:

•Classroom Video:

Early Elementary Assessment: Phonemic Awareness

•Reading Rockets





## 60, 30, 15 Partner Activity

Share your summary with your partner.

- Partner 1 Speaks for 60 seconds
- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15



0

# Cornell Elementary School Des Moines, IA

Where: Des Moines, Iowa Demographics:

43% Free or Reduced-

Size: 400 students Price Lunch

32% Special Education

5% ELL

District: Heartland Area Education Agency

Level: Pre-K-3 Grade

### Progress Monitoring School Example

- Review the Progress Monitoring School Example
- What do you like about this example?
- Is there anything that you would change or add to it?



# Data-Informed Decision-Making: A School Level Blueprint

- A data-driven decision-making system allows easy access to relevant information, as well as opportunities for staff collaboration.
- Review this blue-print with your group.
- Are there parts of this blue-print that your school would benefit from adopting?



Differentiate instruction based on assessed reading skills for all students.

Do What Works



# Action for Reading Specialist or Literacy Coach

- ach
- 1. Plan a staff development session to discuss progress monitoring measures, data collection, and interpretation of results.
- 2. Lead grade-level data team meetings to review assessment results and set grade-level and individual goals for struggling students.
- Schedule individual conferences to assist staff with lesson planning based on assessment data.

# 1. Establish a Building-level Team

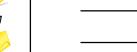


- Prepare a K-2 staff session to learn about differentiated instruction at all three tiers.
- Prior to the meeting, provide copies of the Practice Guide, Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.
- Watch the expert interview with Dr. Carol McDonald Connor on Tier 1 differentiation and
- Discuss why it's important to provide differentiated instruction based on skills assessment during core instruction.

# 1. Establish a Building-level Team



- Show an interview with Dr. Carol McDonald Connor on progress monitoring at Tier 2.
  - highlight the use of frequent progress monitoring to regroup students for interventions based on their changing skill levels.
- Break into grade-level groups and use the tool to examine current classroom practice.
  - suggest ways to improve the use of progress monitoring data.
- Provide copies of the Progress Monitoring GOM Tools Chart.



L	Denise J	Juneau, S	Superintenden	t • Montana	Office of F	Public Instruction	vop.tm.igo.www • r

### 2. Lead Grade-Level Team Data Meetings

- Meet with grade-level staff to learn about conducting data team meetings.
- Review the guidelines, The Data Team Protocol for Differentiating Instruction handout.
- Examine the Data Analysis for Instructional Decision Making: Team Process script and discuss steps for
  - goal setting and instructional planning,
  - quarterly benchmark meetings, and
  - interim steps.
- Discuss how this process can be adapted and bring recommendations to the RtI team to shape a framework for implementing appropriate procedures for grade-level teams at the school.



# 3. Schedule Individual Conferences to Assist Staff

- Schedule staff conferences to review progress monitoring data and plan interventions.
- Request that staff view the multimedia overview about differentiating reading instruction and note questions about particularly difficult aspects of this practice.
- Teachers should bring progress monitoring results for individual students in small group instruction.

# 3. Schedule Individual Conferences to Assist Staff

- Suggest ways to vary content/supports during independent work or small group instruction.
- Address teachers' concerns about classroom management and include peer sharing about strategies.
- Ask teachers to summarize their data findings, discuss students' skill needs, and determine whether changing groups or more intense instruction is necessary.



# 3. Schedule Individual Conferences to Assist Staff



- Guide lesson planning, beginning with goal setting and embedding formative assessments.
- Provide copies of the Using Student Center Activities to Differentiate Reading Instruction handout.
- Provide copies of the Linking Progress
   Monitoring Results to Interventions handout.



### **Action for Grade-Level Teams**



- 1. Organize a grade-level study group to explore different ways to vary instruction for individual students and small groups.
- 2. Form peer partnerships for lesson planning and classroom observations.
- 3. Identify grade-level professional development and coaching needs.

# 1. Organize Grade-Level Study Groups

- Plan two study group meetings to explore and learn more about ways to differentiate classroom instruction.
- At the first meeting, watch the expert interview with Dr. Carol McDonald O'Connor on differentiation at Tier 1.
- During the second meeting, watch the slideshow showing how a kindergarten teacher uses independent work time to provide differentiated instruction in small groups, and the slideshow on managing small-group differentiation in grade 2.





## 2. Form Peer Partnerships



- Peer partnerships are an effective way for teachers to plan lessons together, share instructional strategies, and provide peer support.
- · Partners examine instructional guide.
  - review the example of a three-column method for troubleshooting student progress to help differentiate instruction for students needing additional instruction.
- Provide handout Using Student Center Activities to Differentiate Reading Instruction for ideas about planning lessons that engage students in differentiated reading activities during small group work.
- Provide Differentiation for Reading brief, which includes ideas for implementing differentiated reading instruction and examples of strategies.





# 3. Indentify Grade-Level Professional Pevelopment and Coaching Needs

- Grade-level teams should identify the content and type of professional development and coaching support that they need to improve teachers' abilities to differentiate instruction based on data.
- Develop processes for teams to submit their request to the school's leadership team.
- Utilize the professional development planning tool that includes a self-reflection activity and professional development planning worksheet to help teams with this task.



### Research Evidence

- Progress Monitoring and Differentiation incorporates research evidence from two Practice Guide recommendations:
  - Monitor the progress of Tier 2 students at least once a month (Recommendation 4).
  - Provide time for differentiated reading instruction for all students based on assessments of students' current reading level (Recommendation 2).
- The panel reviewed research evidence related to progress monitoring within the context of Response to Intervention approaches.

## **Key Research**

- Connor, C. M., Piasta, S. B., Fishman, B., Glasney, S., Schatschneider, C., Crowe, E., Underwood, P., & Morrison, F. J. (2009). Child Development, 80(1), 77-100.
- Fuchs, L. S., Deno, S. L., & Mirkin, P. K. (1984). The effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450.
- Fuchs, L.S., Fuchs, D., & Hamlett, C. L. (1989). The effects of alternative goal structures within curriculum-based assessment. Exceptional Children, 55(5), 429-438.